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ABSTRACT

This report provides suggestions on how to implement an integrated assessment model to assess comprehensive student projects to ensure that school districts meet the Common Curriculum Goals of the public elementary and secondary schools in Oregon. As a supplement to existing standardized testing programs, the integrated model may be especially useful for monitoring and measuring growth in areas of the curriculum not addressed directly or easily by standaridized achievement tests. The integrated assessment model assures that students will deal with such essential learning skills as reading, writing, calculations, literal and implied meanings, speaking, listening, evaluation, problem solving, and self- and resource-management. This report includes: (1) a list of Common Curriculum Goals that relate to project evaluation; (2) general implications for assessment; (3) criteria for differentiating among insufficient, acceptable, and ideal project assessment practices at the classroom and district levels; and (4) a bibliography of integrated assessment resources. (RS)

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# English Language Arts

## Assessing Student Progress on the Common Curriculum Goals

## Report 8
## Integrated Assessment Model: A Project-based Approach

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Division of Curriculum and School Improvement
Oregon Department of Education

September 1988

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Verne A. Duncan
State Superintendent
of Public Instruction

September 1988

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# INTEGRATED ASSESSMENT MODEL

## O R E G O N

### Essential Learning Skills & Common Curriculum Goals

The Integrated Assessment Model is designed to assist districts in implementing a plan which will meet state requirements as described in Standards 581-22-602 (Individual Student Assessment) and -606 (Instructional Program Evaluation), particularly as they pertain to the Essential Learning Skills and the Common Curriculum Goals.

The model calls for comprehensive student projects that involve in-depth information gathering, processing, and presentation. Projects are based on interest and skill levels, with teachers serving as facilitators. Student progress is carefully monitored through each phase of the project's development.

As a supplement to existing standardized testing programs, the integrated model may be especially useful for monitoring and measuring growth in areas of the curriculum not addressed directly or easily by standardized achievement tests.

When well-managed, the assessment model can provide (a) formative data useful for on-going appraisals and modifications as reflected by student progress, and (b) summative data useful for reporting student progress at major checkpoints and for influencing program revision.

## BACKGROUND AND RATIONALE

Most educators agree that "schooling" or "public education" as it now exists, faces these three major problems:

1. <u>The problem of quantity and diversity of skills and knowledge to be taught.</u>

   The Information Age, with myriad technological teaching machines and a constant flow of new research, processes and systems being created in every field, makes it increasingly impractical to teach science, social studies, economics, health or reading in the traditional textbook ways. Scholars and researchers agree that the problem of quantity and diversity must be solved by restructuring curriculum, instruction and evaluation to allow for more in-depth, focused teaching and studying.

   The integrated assessment model proposed here provides students with opportunities to select from the diverse options within a subject area one focused topic to study in depth. The specifications of the integrated assessment assure that every participant will deal with "essential learning skills" common to all subjects: reading, writing, calculations, literal and implied meanings, speaking, listening, evaluation, problem solving, and self- and resource-management. The project, as it is managed by the student through each phase, will demonstrate the student's development and mastery of information-processing skills.

2. <u>The problem of student disengagement and boredom.</u>

   Most students' unwillingness to risk active involvement and work hard may be an even greater problem than incompetence. Goodlad (1984) refers to it as an

"epidemic of boredom". Again, writers believe that the problem requires a restructuring of curriculum, instruction and evaluation. Active learning and increased accountability from all educational participants is demanded. "We won't change the way we teach until we change the way we evaluate", says Robert Blum, a program director at Northwest Regional Educational Laboratory.

The proposed model has proven successful in increasing student involvement and academic self-esteem. As a complement to the traditional paper and pencil tests, students have an investment in a product they have created, to be "shown off" in front of appropriate evaluators. Student effort and performance is interest-based and shaped to enhance the specific strengths of the individual student. The interdisciplinary project provides a way for students to draw together both skill and knowledge as they problem-solve and reason their way through the course of the project. Evaluation and accountability are focused on methods as well as results, allowing the participants a flexibility within limits that better matches their individual differences. Checklists and negotiations determine progress and level of proficiency. Student interest and engagement increase as students become involved with learning that is purposeful, individualized, and personally meaningful. When allowed to pursue this kind of activity, more students are willing to become responsible, independent learners.

3. The problem of keeping pace with research and professional development.

Limited funds and cutbacks have made it difficult, if not impossible, for education to keep pace with other professions. Teachers are overworked, underpaid, and frequently unable to keep up with the latest educational trends and development. The profession has not found economically feasible ways for most teachers to maintain their professional skills, to receive new training consistent with new research, and to have classroom equipment that matches the work world they are preparing students to enter. Some believe the problems can be alleviated to some extent through increased collegiality and creative restructuring of curriculum, instruction and evaluation.

The proposed model, by shifting the major responsibility for learning to the student, frees the teacher to do more "resourcing" and less formal instruction. Neither the students nor the teachers will work independently although they will remain independently accountable for progress toward specific project goals.

## CURRICULUM AND INSTRUCTION ISSUES

1. Restructuring Curriculum: Curriculum goals which have been focused on factual information within a subject area will shift to broader conceptual frameworks open to inquiry and experimentation. Through technology, facts are readily available. It is the relationships and synthesis of facts that students need in order to understand and evaluate the importance of information. The Oregon Common Curriculum Goal documents reflect the shift of emphasis from isolated elements of knowledge (facts) to integrated conceptual learning; that is, they give as much attention to how one learns as to what one knows.

   For example, it is important to read and study certain works of American literature, but it is just as important to understand the context and impact of that literature in history and culture.

   What are the goals of the curriculum for the Restructured School and what progress should we look for grade by grade?

- independent learners — curious, interested, life-long learners
  - gr. 3 – able to generate questions beyond the obvious
  - gr. 5 – able to generate questions in several areas
  - gr. 8 – generating questions without prompting
  - gr.11 – balancing inquiry with a respect for existing knowledge and authority

- resourceful, creative, inventive, problem-solvers, decision-makers,
  - gr. 3 – able to use the library
  - gr. 5 – able to use a variety of library resources, beginning to use community resources
  - gr. 8 – able to use library and community resources without assistance
  - gr.11 – freely using resources outside the school setting

- achievers, completers, goal-focused
  - gr. 3 – able to identify a goal and work to its completion
  - gr. 5 – able to set a goal and appropriate steps to its completion
  - gr. 8 – independently setting goals and developing plans for completion
  - gr.11 – consistently setting goals and steps and completing tasks

- competent, knowledgable, in-depth experts, confident of what they know, aware that they don't know all.
  - gr. 3 – able to identify what they know
  - gr. 5 – able to identify what they know and don't yet know
  - gr. 8 – can talk at length about what they know
  - gr.11 – can create new knowledge about an area of study

- productive, engaged, at-task, able to sustain interest
  - gr. 3 – able to finish a task
  - gr. 5 – able to finish a task on a reasonable time schedule
  - gr. 8 – able to finish a task without monitoring
  - gr.11 – consistently finishing tasks at appropriate pace which they establish

- literate, able to communicate and to receive communication
  - gr. 3 – able to write in sentences and paragraphs, poised speaker
  - gr. 5 – able to compose a well-organized communication and present it orally
  - gr. 8 – able to compose a longer organized communication and present it orally
  - gr.11 – able to compose, present, and respond to ideas, written and oral presentations

2. Restructuring Instruction: Project-based instruction shifts responsibility for learning from the teacher to the student--where it rightfully belongs. In the textbook-lecture-test teaching tradition, teachers have been evaluated on how well students performed on tests. The project assessment model establishes the teacher as a guide, a facilitator, a person to assist and coach the student who chooses to learn. Project-based instruction encourages and accommodates individual instruction. The project model incorporates people and resources outside the classroom, especially parents, acknowledging the value and importance of "real world" learning and family support. Active learning and participation is required, not just encouraged. Accountability is not optional; it is the heart of the process.

   Changing the way we teach requires careful planning and assistance. Teachers may need additional training to prepare them for cooperative learning, facilitator roles, project management, direct assessments, evaluation by observation, etc. Current popular "student events" such as the spelling competition, the mental math contest,

writing to publish, the science fair and class projects that have been promoted and valued within a single subject area, should be analyzed to determine which goals are being accomplished and where they contribute to the total educational program.

**What might teachers and teaching be like in the Restructured School?**

- high expectations, high accountability
  - establishing clear expectations
  - monitoring expectations and recording progress

- experts in their subject area and in their profession
  - experts in their subject area (content and methods)
  - updated regularly in their professional skills (i.e. teaching strategies)

- cooperative, creative problem-solvers, managers (flexible and adaptable)
  - non-competitive supporters of students and staff
  - risk-takers and active participants in the teaching/learning process

- demonstrating integration and connectedness
  - aware of the role of education in total world impact (how their work fits with the political, economic, social, spiritual, intellectual world)
  - concerned about the direction and focus of their work, the work of their students and other teachers.

## ASSESSMENT ISSUES

1. Restructuring Assessment: Currently evaluation is viewed as the last step of the instructional process: tests are given in the spring, and results are duly recorded. The record is there in case there is a need to look back at it. Teachers begin in the fall with new students, clean slates, fresh ideas, and high hopes. On-going assessment by the classroom teacher is expected but usually not monitored. Consequently, there is little encouragement for the teacher to revise, adjust, review, refine, even though everyone agrees that it is necessary to test and to use test results.

   The phase-by-phase development of a project assessment demands monitoring, renegotiation and adjustment. While the day by day "testing" is not formal, it is effective in that both the teacher and the student can agree that the performance does or does not match the plan. Checklists and process steps become the tests, and the teacher's role is one of constant evaluation and attention to student progress and performance.

   The project assessment ultimately will provide holistic answers such as "can this student read, write, speak, organize, come to conclusions, plan his time, compute data, etc.?" But it also provides the opportunity for students to build from their strengths: what they know and do best, their strongest interests and favorite ways to learn.

   The philosophy behind the Essential Learning Skills and the Common Curriculum Goals is that schools should prepare students to function effectively beyond high school because of their education, not necessarily with the education they received in 12 years. Current forms of assessment (such as those used for reading, math and writing) serve the purpose of providing a single, limited measure of knowledge and skill. But they do not adequately or accurately reflect how the student learns, how well the student manages the learning process, or what the student knows beyond

what was tested. The project assessment allows teachers to monitor reading comprehension, math, writing, speaking, listening, reasoning and management skills within a broader, more meaningful and purposeful context much closer to the kinds of demands the student will encounter outside the school setting.

2. The difficult-to-test items. What follows are skills and competencies that are not easily assessed through typical paper-and-pencil multiple-choice achievement tests. The project model requires that these skills be demonstrated and assessed through checklists, observation guides, listening roles, and other project-specific measures.

**Essential Learning Skills**

1.3 - Speak with standard pronunciation, appropriate volume, rate, gestures and inflections.

2.1 - Identify main ideas, supporting details and facts/opinions presented in oral and visual formats.

3.1 - Comprehend implied meanings of oral and visual communication.

4.1 - Determine the significance and accuracy of information and ideas presented in oral and visual communications.

4.4 - Listen, read, view and evaluate presentations of mass media.

6.1 - Recognize, construct and draw inferences concerning relationships among things and ideas.

6.2 - Generate and test interpretations, explanations, predictions and hypotheses.

6.3 - Identify problems and approach their solution in an organized manner

6.4 - Make reasoned evaluations (of statements in mass media)

7.1 - Clarify purposes of assignment

7.2 - Use resources beyond the classroom

7.3 - Select and use appropriate study techniques

## DESCRIPTION OF INTEGRATED PROJECT MODEL FOR ASSESSING DEVELOPMENT AND MASTERY OF THE ESSENTIAL LEARNING SKILLS AND COMMON CURRICULUM GOALS

Each participating student will complete a project in three phases that involves (a) developing a proposal and plan, (b) working through the plan, and (c) producing a written presentation, a visual presentation and an oral presentation of the project.

Each project will involve and demonstrate the student's level of mastery in the seven classifications of The Essential Learning Skills. (See Appendix A.)

1. The use of vocabulary, speech, numerals and other symbol systems appropriate to the topic and its presentations.

2. The interpretation of literal meanings of information gathered from written, visual and oral sources.

3. The interpretation of implied meanings of information gathered from written, visual and oral sources.

4. The evaluation of the content and use of information gathered from written, visual and oral sources.

5. The ability to generate, organize, express and evaluate ideas in written, visual and oral presentations.

6. The ability to reason and solve problems.

7. The ability to manage time, self, and resources in order to complete the task.

### PROCEDURE AND CRITERIA FOR EACH PHASE OF THE PROJECT ASSESSMENT

#### Phase I: Developing a Proposal and Plan

1. General Topic (Circle one: literature, social studies, science, health, art, careers, etc.)

   A. Specific focus: question, experiment, goal, or purpose of the project.
   B. Why you chose this topic for your project.
   C. Steps you will follow to complete your project.
   D. What you want to know when you finish your project.
   E. Resources you will use for your project (See 2 below).

   (Note: The general topic and specific focus should reflect the nature of the in-depth study involved. The teacher will want to make sure that the focus of the topic "fits" with common curriculum goal priorities such as L.A. 1.13 and 1.14, math 4.3, health 1.1 and 4.1 or other major concept areas important to a subject area. Content is not to be sacrificed for process. Key questions to be answered by the teacher: (a) will this project lead to better understanding and knowledge of the subject area, (b) will the steps, as outlined, lead to the knowledge desired, and (c) does the student want to know, do, discover what the project proposes?)

2. Resources

   A. Printed materials (Suggested standards: 5 items for grade 3, 8 items for grade 5, 10 items for grade 8, 15 items for grade 11)

   B. Non-print materials — films to see, places to visit. (Suggested standards: 1 item for grade 3, 3 items for grade 5, 5 items for grade 8, 8 items for grade 11)

   C. People: experts, authorities. (Suggested standards: 1 contact for grade 3, 2 contact for grade 5, 4 contacts for grade 8, 6 contacts for grade 11)

   (Note: The resources become the foundation of the project. The reading level should be appropriate to the student's level. The evaluation instrument for Phase I should specify gradations of standards for resources.)

3. Presentation of the Proposal

   A. Each student will read their one or two page proposal (not including the list of resources) aloud to the class or to an evaluation team.

   B. Each oral reading will be evaluated for pronunciation, volume, rate, gestures, inflection, tone, etc. (ELS 1.3)

   C. After the oral reading, the presenter and the evaluators will engage in discussion about the clarity and content of the proposal.

   D. The proposal (including the resources) must be approved and signed by teacher, student and parent before going on to Phase II.

Phase I Criteria

The criteria apply to all grade levels with the expectation that proposals and presentations will be more sophisticated as skills increase.

INSUFFICIENT
- unfocused
- inadequate or inappropriate steps *
- inadequate resources
- inability to discuss the proposal
- the proposal and the presentation suggest that the plan is not workable

* steps may appear to work and later turn out to be inadequate or inappropriate. What is important here is that students not be approved to continue until the proposal appears to be workable.

ACCEPTABLE
- appears to be focused
- appears to have been fairly well thought out
- the steps appear to be adequate and appropriate
- an acceptable number and range of resources
- able to respond to questions about the proposal
- proposal and presentation are mechanistic and minimal, but workable

IDEAL

- clearly focused
- well thought out and mapped out
- steps are logical, sequential and thorough
- an abundance of resources that are likely to lead to depth and challenge in the project
- highly articulate and enthusiastic about the prospects of the project
- proposal and presentation are exemplary, others are now interested in the outcomes of this project

* * * * * * * * * * * * * * * *

**Phase II: Working Through the Plan**

This phase will be monitored by checklists, informal interviews, rough drafts and practice performances. Steps of the approved plan may need to be renegotiated as the project develops.

1. Follow the steps as outlined in the proposal to prepare the project (probably in this sequence):

   a. Reseach the answer to the question, the goal, etc.

   b. Develop a written presentation of the project
      1) Introduction
      2) Body
      3) Conclusion
      4) Bibliography

   c. Create a visual presentation of the project findings
      1) Display or exhibit
      2) Prepared models, tables, illustrations
      3) Performance

   d. Plan an oral presentation of the highlights of the project
      1) Introduction
      2) Explanation
      3) Conclusion

2. Monitor progress: (A checklist such as this might be used by the teacher to track student progress. The checklist, or an adaptation of it, might also be used as a self-evaluation tool by students. Letter grades, points, or symbols such at +, ✓, –, can be used in marking the checklist.)

   ___ a. Print resources (list in bibliographic form)

   ___ b. Note taking (form, content, use, organization)

   ___ c. Locating resources (problem solving, adding to and revising)

   ___ d. Constructing, collecting, experimenting, etc.

   ___ e. Recording findings, interpretations, ideas, etc.

   ___ f. Revising the steps of the process

___ g. Visiting sites, interviewing people

___ h. Coming to conclusions, clarifying findings

___ i. Planning content of written presentation

___ j. Reviewing visual criteria and planning content of visual presentation

___ k. Organizing and drafting written presentation

___ l. Organizing and sketching visual presentation

___ m. Reviewing writing criteria and revising written presentation

___ n. Reviewing, re-negotiating contract/proposal

___ o. Constructing visual presentation

___ p. Reviewing oral criteria and planning oral presentation

___ q. Practicing oral presentation

___ r. Scheduling final presentations with review panel

___ s. Proofreading and rewriting final written presentation

___ t. Finishing and setting up visual presentation

___ u. Rehearsing oral presentation

Phase II Criteria

The criteria apply to all grade levels with the expectation that students will demonstrate more sophisticated research, writing, and organization as skills increase.

INSUFFICIENT
- no conclusions or faulty conclusions
- inability to follow the steps or to renegotiate steps
- incomplete written presentation
- lack of visual presentation
- incomplete process and/or lack of preparation for written, visual and oral presentations

ACCEPTABLE
- conclusions and findings consistent with the intent of the proposed project
- completion of the original or renegotiated steps of the proposal
- written presentation that includes required elements
- visual presentation that meets the specifications
- dress rehearsal of the oral presentation

IDEAL – well–developed conclusions and findings clearly consistent with the proposed project
- all steps of the proposal completed and thoroughly prepared for the final presentations
- carefully revised and edited written presentation that includes the required elements
- well–designed and finished visual presentation that meets the specifications
- carefully planned and rehearsed oral presentation

* * * * * * * * * * * * * * * *

Phase III: Final written, visual and oral presentations

Final presentations will be evaluated and public exhibition of the learning experience will take place.

**Written presentation:**

___Content/ideas
___Organization
___Voice/display
___Word Choice
___Sentences
___Conventions

Phase III Criteria – Written Presentation

The criteria apply to all grade levels with the expectation that students will demonstrate more sophisticated research, writing, and organization as skills increase.

INSUFFICIENT (Using the 5 point analytic model, failure to achieve 2.5 or better as an average score for all traits)

ACCEPTABLE (Using the 5 point analytic model, an average score of 2.5 or 3.5 for all traits)

IDEAL (Using the 5 point analytic model, an average score of 4.0 or better for all traits)

* * * * * * * * * * * * * * * *

Phase III Criteria – Visual Presentation

**Visual presentation:**

___Content/brevity
___Arrangement/simplicity
___Accuracy/proportion
___Labeling/clarity
___Color/effects
___Neatness/contrast

INSUFFICIENT (Using a 5 point analytic model, failure to achieve 2.5 or better as an average score for all traits)

ACCEPTABLE (Using the 5 point analytic model, an average score of 2.5 or 3.5 for all traits)

IDEAL (Using the 5 point analytic model, an average score of 4.0 or better for all traits)

* * * * * * * * * * * * * * * *

**Phase III Criteria – Oral Presentation**

**Oral presentation:** ___Content ___Delivery
___Organization ___Language

INSUFFICIENT (Using a 5 point analytic model, failure to achieve 2.5 or better on the composite)

ACCEPTABLE (Using the 5 point analytic model, an average score of 2.5 or 3.5 for all traits)

IDEAL (Using the 5 point analytic model, an average score of 4.0 or better for all traits)

## PROJECT POSSIBILITIES

The following models are offered as examples of types of projects appropriate for an integrated assessment. Each of the projects described below exists within programs currently operating in area schools. A significant amount of effort is put into these student events, sometimes considered "an interruption" to the business of schooling. In some cases, teachers avoid participation simply because they feel a greater responsibility and accountability to textbook coverage and pencil-paper test mastery. By building strong connections between these student-centered learning activities and assessment of learning skills, and by making participation accessible to all students, the content and quality of the activities and learning will be enhanced significantly.

1. **CULTURAL FAIR OR HISTORY DAY**
   Students explore a specific strand of family, community or national history. Project specifications are suggested in Project Reach materials, the Renzulli Enrichment Traid materials, and the national History Day competition materials.

2. **SCIENCE FAIR OR SCIENCE DAY**
   Students develop a hypothesis to explore, prove, or research through experimentation. Project specifications are suggested in the Lane County Science Fair materials, the National Science Fair rules and various science experiments books.

3. **INVENTION CONVENTION**
   Students design, make and market an invention. Inventions range from scientific or mechanical equipment to social or political systems. Project specifications are suggested in the Invention Convention materials from the U.S. Patent Office. The general criteria for this project might need to be adapted to include: originality, usefulness and persuasiveness.

4. **CREATIVE PROBLEM-SOLVING CONFERENCE or ODYSSEY OF THE MIND**
   Students identify an unsolved social, political, school, or community dilemma and create a solution. Project specifications are suggested in a variety of creative problem-solving materials focused on programs for the talented and gifted.

5. **PROJECT DISCOVERY, I SEARCH EXHIBITS, PROJECT FAIRS**
   Curiosity about answers to questions in any subject area is enough to stimulate a search. Current events, unsolved past or present mysteries, wonderings about how the world works or how humankind behaves can be explored systematically to produce in-depth learning.

6. **COMMUNITY SERVICE PROJECT**
   Volunteer organizations, PTA's, or other local agencies may help identify community needs as a basis for individual or group projects. Project specifications may need to be tailored to the need.

7. **YOUNG AUTHOR'S CONFERENCE OR WRITING/VIDEO FESTIVAL**
   Students compose their own books, collections of writing, scripts, etc. Project specifications are suggested by Young Author's Conference materials, Oregon Writing Festival, Video Festival materials.

8. **KNOWLEDGE BOWL OR HI–Q**
Students develop and produce a program aimed at a particular body of knowledge. Efforts need to be made to keep this kind of activity from becoming "trivial pursuit." National programs such as the "knowledge bowl" or "Hi–Q" might provide project specifications.

9. **ALL SCHOOL PROGRAMS (Seasonal events)**
Particularly for the younger grades, the all–school concert or special program might be enhanced by the Integrated Assessment Model concept. Individual assessments are based on participation with the actual performance which might include script, props, singing and speaking.

10. **ARTS FESTIVALS**
Student demonstrates knowledge and skills in the performing and visual arts. A number of local districts sponsor variations of this type of event. The National Endowment for the Arts competitive event may provide some specifications.

## APPENDIX A

## INTEGRATED PROJECT ASSESSMENT ALIGNED WITH ELS's AND CCG's

## INTEGRATED PROJECT ASSESSMENT ALIGNED WITH ELS's AND CCG's

The three phases of the Integrated Assessment Project Model serve as means to assess individual development in the Essential Learning Skills and most of the Common Curriculum Goals as displayed below.

1.0 STUDENTS WILL BE ABLE TO DEMONSTRATE THE USE OF VOCABULARY, SPEECH, NUMERALS AND OTHER SYMBOL SYSTEMS ESSENTIAL FOR EFFECTIVE COMMUNICATION, COMPUTATION AND PROBLEM SOLVING.

| | Plan<br>PHASE I | Process<br>PHASE II | Presentation<br>PHASE III |
|---|---|---|---|
| 1.1 | Tentative rdg. list | Rdg. progress and level of difficulty | Bibliography |
| 1.2 | | Special terms & new words | Glossary |
| 1.3 | Read proposal aloud to group | Read parts of project findings | |
| 1.4 | | Quantifying data, calculating amounts | Tables, graphs |
| 1.5 | | Sketching, making drawings, models | Illustrations |
| 1.6. | | Collecting data, using data | Conclusions |
| 1.7 | | Estimation and meas. problems and solutions | |

* * * * * * * * * * * * * * * *

2.0 STUDENTS WILL BE ABLE TO INTERPRET THE LITERAL MEANINGS OF INFORMATION PRESENTED IN WRITTEN, VISUAL AND ORAL COMMUNICATION.

| | | | |
|---|---|---|---|
| 2.1 | Project outline | Format & content of notes | Reference citations |
| 2.2 | Types of references | Use of references | |
| 2.3 | Interview plan | Interview Q's and notes | Quotations |

* * * * * * * * * * * * * * * *

(Boldfaced ELS number indicates skills identified as "difficult-to-test")

3.0 STUDENTS WILL BE ABLE TO INTERPRET THE IMPLIED MEANINGS OF INFORMATION PRESENTED IN WRITTEN, ORAL AND VISUAL COMMUNICATION.

| | | | |
|---|---|---|---|
| 3.1 | General topic and plan | Overall progress in following project plan: comprehending relationships and understanding information | |

* * * * * * * * * * * * * * * *

4.0 STUDENTS WILL BE ABLE TO EVALUATE CONTENT AND USE OF WRITTEN, ORAL, AURAL AND VISUAL COMMUNICATIONS.

| | | | |
|---|---|---|---|
| 4.1 | Nature of the study, kinds of information sought | Types & uses of information found, focus and logic of project development | |
| 4.2 | Final decisions about project specifications | On-going project negotiations, informal sharing of projects with feedback | |
| 4.3 | | Planning and preparing final "show" | Special effects |
| 4.4 | Media resources | Use of media and media methods | Media techniques |

* * * * * * * * * * * * * * * *

5.0 STUDENTS WILL BE ABLE TO GENERATE, ORGANIZE, EXPRESS AND EVALUATE IDEAS IN ORAL AND WRITTEN FORMS.

| | | | |
|---|---|---|---|
| 5.1 | Generating project ideas and plans | Planning content of written, visual and oral presentations | |
| 5.2 | Overall plan for project: content and timeline | Written, visual and oral presentation outlines, sketches | |
| 5.3 | Form and content options depending on audience and purpose | Selection of form and content for specific audience and purpose | Appropriateness of content and form for audience and purpose |
| 5.4 | Drafts of project proposal | Drafts of written, visual and oral presentations | |
| 5.5 | | Planning and practicing oral presentation | Oral presentation<br>- delivery<br>- organization<br>- content<br>- language |

| | | | |
|---|---|---|---|
| 5.6 | Editing and revising proposal | Editing and revising final paper | Written presentation<br>– ideas<br>– organization<br>– content<br>– word choice |
| 5.7 | Proofreading, preparation of final proposal | Proofreading and preparing final written & visual presentations | Mechanics, conventions of written and visual presentations<br>– sentences<br>– conventions |

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6.0 STUDENTS WILL BE ABLE TO USE REASONING SKILLS

| | | | |
|---|---|---|---|
| **6.1** | Selecting the project problem and process | Following the process, collecting & recording data | |
| **6.2** | Expectations and predictions | Interpreting data, conducting experiments, looking for patterns | |
| **6.3** | Anticipate obstacles, problems | Modify process & solve problems | Explain process modifications |
| **6.4** | Check for logic | Qualify conclusions | Objective evaluation of results |
| 6.5 | Propose a process | Follow the process | Present results clearly |
| 6.6 | Rationale for proposal | Findings and interpretations | General explanations and presentations |

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7.0 STUDENTS WILL BE ABLE TO MANAGE PERSONAL HABITS AND ATTITUDES, TIME AND INSTRUCTIONAL RESOURCES CONSTRUCTIVELY IN ORDER TO ACCOMPLISH LEARNING TASKS.

| | | | |
|---|---|---|---|
| 7.1 | Follow directions for proposal | Follow directions for process | Follow directions for presentations |
| 7.2 | Planned use of outside resources | Actual use of outside resources | |
| 7.3 | Project mgmt. plan:<br>– goal<br>– timeline<br>– materials<br>– processes<br>– presentations | Management of plan | Completion<br>– matches goal<br>– on time<br>– resourcefulness<br>– completeness<br>– involvement/ attitude |

| | | | |
|---|---|---|---|
| 7.4 | Anticipate stress | Stress management | Survival factors |

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**ITEMS UNIQUE TO COMMON CURRICULUM GOALS FOR ENGLISH LANGUAGE ARTS**

| | | | |
|---|---|---|---|
| 1.7 | Listen, give feedback | Listen, give feedback | |
| 1.10 | Select topic of interest | Sustained interest | |
| 1.13 | | *(Read, respond to literature) | |
| 1.14 | | *(Elements of fiction, literary devices) | |
| 2.3 | Group discussion | Group discussion | |
| 2.16 | | Focus on personal discovery, observations | Express own ideas |
| 2.17 | | *(Language unique to the topic of study) | |
| 2.18 | Wording of proposal | Crafting of written, visual, oral presentations | |

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**ITEMS UNIQUE TO COMMON CURRICULUM GOALS FOR MATH**

| | | | |
|---|---|---|---|
| 1.3 | | Planning, constructing exhibit(s), displays, tables, charts, graphs | |
| 2.2 | | Data gathering and display | |
| 4.2 | | Construction of exhibits, diagrams, models | |
| 4.3 | | *(Applications of perimeter, area and volume) | |
| 5.1 | Estimate project time, budget | Manage time, budget | |

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* Content-specific projects

## ITEMS UNIQUE TO COMMON CURRICULUM GOALS FOR HEALTH

| | | |
|---|---|---|
| 1.1 | | *(Follow safety rules and procedures) |
| 2.1 | Anticipate stress | Manage, relieve stress |
| 3.1 | | Maintain health and good attitude throughout the process |
| 4.1 | | *(Nutrition, personal eating habits) |

Other items unique to common goals for specific subject areas will be included as additional Common Curriculum Goal documents become available.

# APPENDIX B

# MANAGEMENT AND RECORDKEEPING ISSUES

## MANAGEMENT AND RECORDKEEPING ISSUES

1. Reporting and recordkeeping: The student proposal becomes the contract and is signed by the student, teacher and parent or volunteer mentor.

   a. Individual student:
      - individual progress vs. group progress (if group projects are allowed, individual responsibilities would need to be identified)
      - student maintains and is responsible for own record of progress

   b. Classroom:
      - teacher monitors the projects for a single group of students
      - student portfolios are kept up-to-date by students and are reviewed regularly by the teacher

   c. Parent:
      - parents sign proposal/contract and sign at agreed check points during each phase
      - parental involvement limits are clearly identified and parent/student roles outlined

   d. Building:
      - scheduling events (presentations) to accommodate all students, grades, project areas (i.e. cultural fair, science fair, writing festival)
      - maintaining permanent files (Phase III data has equal status with standardized test scores)
      - requesting and collecting teacher reports (teacher feedback and analysis of group and individual performance should reflect both student and program strengths and weaknesses)
      - aggregating data for district to match the Essential Learning Skills and the Common Curriculum Goals

   e. District:
      - aggregating data for buildings and state to provide buildings with a perspective for program improvements and staff development and to provide the state with a perspective for general improvements.
      - follow-up building requests for assistance with staff and program development

2. Manageability and practicality for classroom teachers: an assessment of program requirements K-12 needs to meet these criteria:

   - Simple (uncomplicated, clear, concise and to the point)
   - General (allows for student diversity of skills and knowledge without compromising important skill and knowledge standards)
   - Meaningful (important to the student and to teachers)
   - Feasible (plans, procedures, timelines are within scope of resources and facilities)
   - Manageable (practical in that it does not add to program and personnel demands, even though it may change current practices)

3. Responsibility and accountability for all participants: similar, but separate and specific instructions will be needed for:

   - teachers — how to manage
   - students — how to succeed
   - parents — how to help
   - evaluators — what criteria to use and how to score

4. Clear comprehensive model

   - supported by examples from a variety of grade levels
   - supported by research reports and findings
   - supported by questions and answers on management issues from participating teachers
   - supported by change models like Onward to Excellence and Concerns Based Adoption Model
   - supported by alignment strategies with current practices like writing assessment, science fair etc.

5. Evaluators:

   - students – peer evaluation and self–evaluation
   - teachers – progress checking
   - parents/mentors – progress checking
   - panels of judges – criteria and minimum standards

6. Uses of classroom assessment:

   - revising the topic and focus
   - renegotiating the plan for completing the project
   - increasing the amount of assistance given to a student
   - changing the kind of assistance given to a student
   - individualizing instruction for some part of the project
   - regrouping students
   - reteaching to large or small groups
   - consistent accountability

7. Uses of classroom results at building or district level:

   - aggregate trait data from writing, visual and oral presentations
   - cummulative files — maintaining portfolios of performance samples
   - teacher reports and observations about curriculum, instruction, assessment and management changes.
   - group agreements
   - Curriculum (program) changes
   - Staff Development (instruction) needs

8. District and state uses of assessment:

   - Formalization of procedures and standards
   - Aggregating data for personal and public accountability
   - Collecting models and providing training

# APPENDIX C

# INTEGRATED ASSESSMENT RESOURCES AND REFERENCES

## INTEGRATED ASSESSMENT RESOURCES AND REFERENCES


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Vasconcellos, John and M. Brian Murphy. "Education in the Experience of Being Citizens" Educational Leadership. Oct. 1987.

# APPENDIX D

## STATE DOCUMENTS AVAILABLE

## STATE DOCUMENTS AVAILABLE

The following documents may be obtained from the Department of Education, Information Resource Center, 700 Pringle Parkway SE, Salem, OR 97310-0290, 378-8471. Many of the documents must be purchased.

Assessing Student Progress on the English Language Arts Common Curriculum Goals - 7 reports in this series covering skills in: Writing (Report 1), Speaking (Report 2), Listening (Report 3), Reading/Literature (Report 4), Study Skills (Report 5), Mass Media and Visual Literacy Skills (Report 6), Reasoning (Report 7). -- 9/88.

Correlation of the Essential Learning Skills and Published Tests Used in Oregon.

Guidelines for Assessment of Oregon's Common Curriculum Goals and Questions Commonly Asked about Local Assessment of Oregon's Common Curriculum Goals -- 5/23/88

A Practical Guide to Monitoring and Assessing the Essential Learning Skills — 10/87

Tests and Measures for the "Difficult-to-Measure" Essential Learning Skills — 12/86

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9/9/88